

Ravenscroft Primary School
Explore. Achieve. Fly.

SEND Information Report

For children with Special Educational Needs & Disabilities (SEND)

Who is the best person to talk to about my child's difficulties with learning, Special Educational Need or Disability (SEND)?

A parent/carer's first point of contact is the class teacher. The class teacher is responsible for:

- Ensuring the child's views on their difficulty are obtained and they are taken into account when planning. This can be done either by speaking to the child or observing them during lessons and/or playtime. Pupils often know how they like to learn, what they find difficult and most importantly have many ideas of how the class teacher can support them in lessons
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need, such as targeted work and/or adapted classroom resources
- Where appropriate, liaising with the school's SENDCO to ensure the child is receiving the appropriate support
- Writing Individual Education Plans (IEPs) - sharing and reviewing these with parents at least once each term and planning for the next term
- Ensuring that all members of staff working with your child have support and guidance to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom
- Ensuring all recommended support (advised by the SENDCO and/or specialist agencies) is implemented into daily lessons

If more advice/support is needed then the school's SENDCO will meet with parents and the child's class teacher to discuss current progress, additional support and areas of concern. SENDCO's responsibilities are:

- Ensuring the child and their opinions are central to their learning and support in school
- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents and carers of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Tracking attainment and rates of progress of SEN pupils

What are the different types of support available for children with SEND in Ravenscroft Primary?

At Ravenscroft we believe the first and most important level of support that ALL children receive begins with **high quality inclusive classroom teaching** delivered by the Class Teacher.

For your child this would mean...

- being motivated, excited and challenged by their lessons
- being creative, imaginative and encouraged to explore and enquire
- being encouraged to be a reflective and independent learner including being part of planning and leading their own learning
- using technology and lots of different resources to enhance their learning
- having high expectations of their potential and to be given every opportunity to meet it
- the teacher has the highest possible expectations for your child
- all teaching builds on what your child already knows and effectively fills any 'gaps' in his/her learning
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical 'hands on' learning
- specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn

Not all support can be delivered in the classroom by the class teacher and therefore some children get extra support through targeted specific small group work or individual sessions. These sessions, often called Intervention Groups, may be:

- delivered by a teacher or a higher level teaching assistant who has had specialist training to run these groups
- held in the classroom or an intervention space on a weekly basis
- advised by specialist outside agencies such as the Speech and Language Service, Occupational Therapy Service or specialist teachers



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Some children will have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services which the school may have access to:
 - The Complex Needs Team and Dyslexia Service
 - Language Communication and Interaction Service (LCIS)
 - The Sensory Team (for pupils with hearing, visual or mobility needs)
 - The Behavioural Support Service (BSS)
 - Educational Psychologists.
- NHS services that parents and schools can have access to:
 - **Speech and Language Therapy.** Parents can self-refer if they have concerns around their child's Speech and Language.
 - **Occupational Therapy** Parents can self-refer if they have concerns around their child's ability to complete every day tasks (such as toileting, eating, drinking, sensory needs or fine and gross motor skills)
 - **Child Development Service (CDS).** Parents can self-refer to this service for concerns around their child's development, or if their child is presenting with signs of a specific disorder such as Autistic Spectrum Disorder (ASD).
 - **Child and Adolescent Mental Health Services (CAMHS).** Parents can self-refer to this service if they require support at home with a child's behaviour or if they have concerns around their child's well-being. Parents can also self-refer if they have concerns that their child is presenting with symptoms of specific learning needs, such as Attention Deficit or Hyperactivity Disorder (ADHD).

Parents can find more information about how to self-refer within Newham's Local Offer.

For your child this would mean:

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. resources or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual working with an outside professional
- Engaging in short sessions across the week with specific targets to help him/her to remove barriers to learning and make progress
- Applying the new skills learnt back in their lessons



My child has a high/complex level of need. What types of support does Ravenscroft Primary School offer?

Education, Health and Care Plan

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

What is an Education, Health and Care plan?

An Education, Health and Care plan (EHC plan) is a legal document which:

- identifies your child's special educational **needs**
- the additional or specialist **provision** (support, therapy etc) required to meet their needs
- the **outcomes** (capabilities, achievements) the provision should help them to achieve
- the placement (the school or college they should attend).

Requests for an EHCP can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

.If a child has an EHCP, the school will hold a review annually in order to review the plan, monitor progress and request for any changes to be made by the Local Authority

Please see the Newham's local offer link below for more details

<https://www.newham.gov.uk/Pages/Services/Assessment-for-an-education-health-and-care-plan.aspx>

Autism Provision

Ravenscroft has a 14 place Resource Provision for pupils with Autism. It offers specialist teaching, resources and support for pupils who have been identified with a very high level of need. Pupil places in the resource are allocated by the Local Authority.

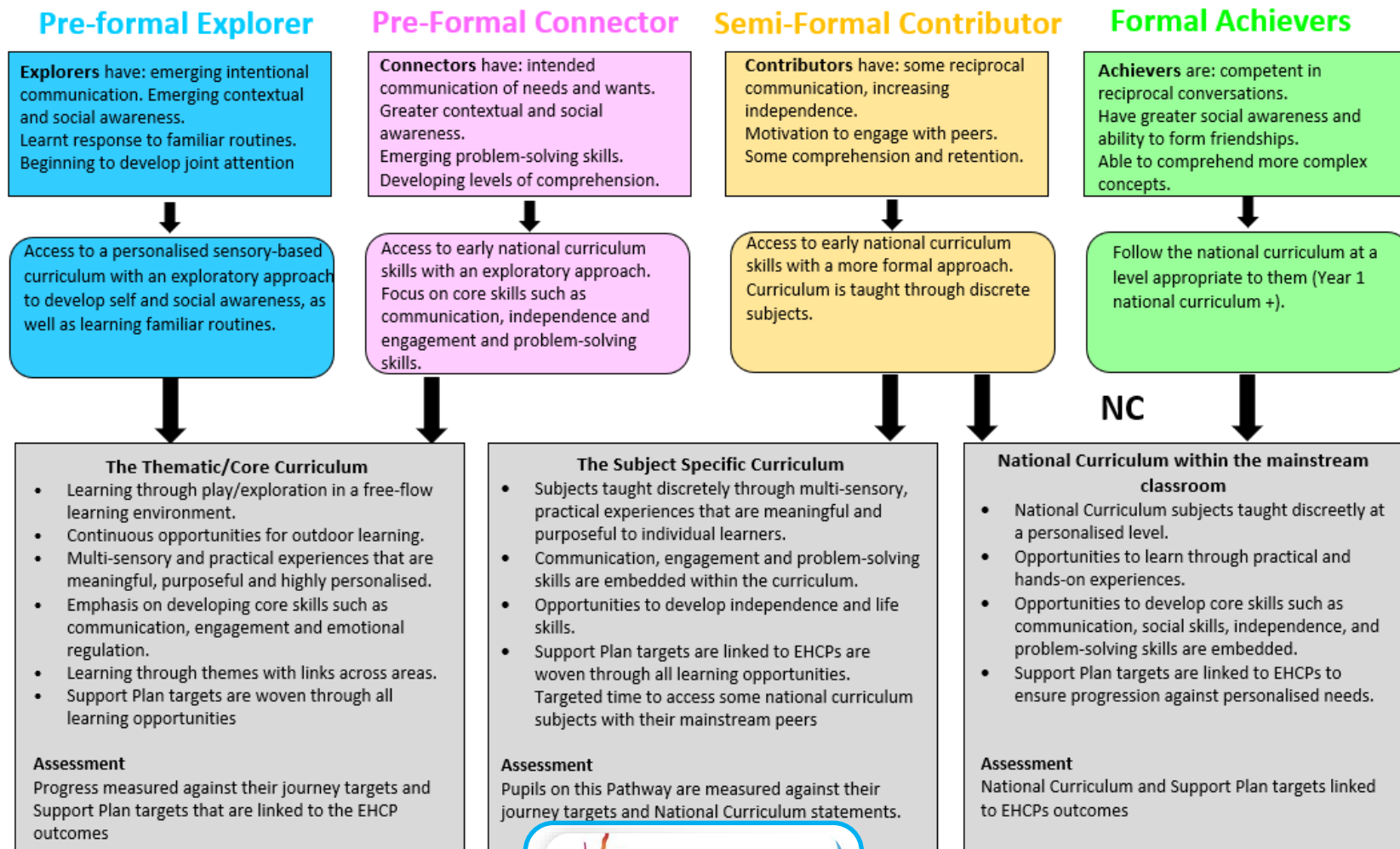


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My child has a high/complex level of need. What types of support does Ravenscroft Primary School offer?

If your child has an EHCP, they will follow one of the four pathways at Ravenscroft.

Ravenscroft's Pathways



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How does Ravenscroft Primary School support the emotional, mental and social development of children with SEND?

The Wellbeing team has special responsibility for Pastoral Care and there is an established system of pastoral arrangement in the school. Children with emotional, mental health and social development needs have access to the following support:

- Problem boxes
- ELSA (Emotional Literacy Support Assisitant) trained specialist teacher
- Wellbeing mentors
- Bounce back and Champions (HeadStart programme)
- Breakfast club
- Targeted work with the Learning Support Mentor
- Specific nurture groups
- Buddy systems
- Counselling
- Personalised pastoral support plans
- Identified key worker (teacher or support staff)
- Targeted support from external agencies (Eleanor Smith, RIET, CFCS, Behaviour support services)

I am concerned about my child's progress. Who do I speak to?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Follow up meetings may be required with the class teacher and the SENDCO
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to a Deputy Head teacher or the Head teacher
- If you are still not happy you can contact the school SEND Governor via a complaint form (provided by the Head teacher)



How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- share the views of the pupil
- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning and assessing for children with SEND
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties
- Individual teachers and support staff attend training courses run by outside agencies and/or the school that are relevant to the needs of specific children in their class e.g. from LCIS, Speech and Language Service
- Weekly staff training on relevant educational areas

How is Ravenscroft Primary accessible to children with SEND?

- Use of visuals to make schedules and communication accessible to pupils with communication difficulties
- Much of the building is on one level and therefore accessible to children with physical disability via ramps
- The reception classrooms are also on one level and accessible via ramps
- The ground floor of the two storey building is accessible via ramps and the 1st floor is accessible via a lift
- We ensure that equipment used is accessible to all children regardless of their needs
- Adapt the environment for children with sensory impairments



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How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child
 - We will make sure that all records about your child are passed on as soon as possible

- If your child has a high level of need:
 - A meeting between the new and current SENDCO will take place to ensure all the information about your child's needs and level of support is shared
 - A transition plan will be shared and discussed with the parent
 - Additional visits to the new school may be required to allow your child to become familiar and comfortable in their new environment. In some cases staff from the new school will visit your child in this school
 - A transition book will be made containing photographs of their new school and teacher(s) to support their understanding of the move

- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher
 - If your child would benefit from a transition book then one will be made for them

- In Year 6:
 - The SENDCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school
 - Focused learning will help your child to understand the changes ahead
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school



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How will you measure the progress of my child in school? OR How will you know whether my child is making the right level of progress in school?

- Your child's progress is continually monitored by his/her class teacher through work produced and verbal discussions
- His/her progress is reviewed formally every half term
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Some children with high levels of need are exempt
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education
- If your child's teacher has raised concerns with their progress, they can be placed on intervention groups with a higher level teaching assistant and their progress will be monitored every term.
- The Assessment coordinator and SENDCO will also monitor levels/data to ensure that your child is making good progress and receiving the correct level of support

What support do we have for you as a parent of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have
- All information from outside professionals will be discussed with you or, where this is not possible, shared in a report
- IEP's will be reviewed with your involvement each term
- Support groups for parents of high needs SEND children

Reviewed 20/09/2023



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